

A J Lewis Greenview Elementary

726 Easter Street
Columbia, S. C. 29203

Grades	K-5 Elementary School	
Enrollment	453 Students	
Principal	Delores W. Gilliard	803-735-3417
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	51	52	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Average	Unsatisfactory	Yes

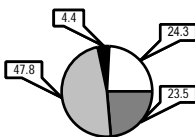
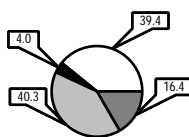
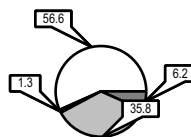
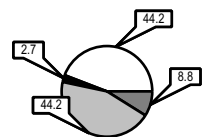
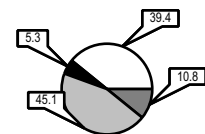
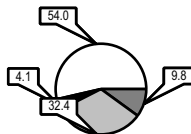
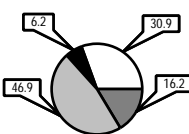
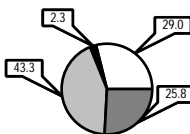
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	246	100.0	24.3	47.8	23.5	4.4	35.0	Yes	Yes
Gender									
Male	122	100.0	26.5	46.9	25.7	0.9	31.9		
Female	124	100.0	22.1	48.7	21.2	8.0	38.1		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	243	100.0	24.7	47.5	23.3	4.5	35.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	219	100.0	23.9	47.8	23.9	4.5	37.3		
Disabled	27	100.0	28.0	48.0	20.0	4.0	16.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	24.3	47.8	23.5	4.4	35.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	246	100.0	24.3	47.8	23.5	4.4	35.0		
Socio-Economic Status									
Subsidized meals	206	100.0	25.5	50.0	21.3	3.2	31.4	Yes	Yes
Full-pay meals	40	100.0	18.4	36.8	34.2	10.5	52.6		

Mathematics – State Performance Objective = 36.7%									
All Students	246	100.0	39.4	40.3	16.4	4.0	30.1	Yes	Yes
Gender									
Male	122	100.0	43.4	38.9	13.3	4.4	24.8		
Female	124	100.0	35.4	41.6	19.5	3.5	35.4		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	243	100.0	39.0	40.4	16.6	4.0	30.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	219	100.0	35.8	43.3	16.9	4.0	31.3		
Disabled	27	100.0	68.0	16.0	12.0	4.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	246	100.0	39.4	40.3	16.4	4.0	30.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	246	100.0	39.4	40.3	16.4	4.0	30.1		
Socio-Economic Status									
Subsidized meals	206	100.0	41.5	39.4	16.0	3.2	27.7	Yes	Yes
Full-pay meals	40	100.0	28.9	44.7	18.4	7.9	42.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	246	100.0	56.6	35.8	6.2	1.3	7.5
Gender							
Male	122	100.0	60.2	33.6	4.4	1.8	6.2
Female	124	100.0	53.1	38.1	8.0	0.9	8.8
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	243	100.0	56.5	36.3	6.3	0.9	7.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	219	100.0	54.7	37.3	7.0	1.0	8.0
Disabled	27	100.0	72.0	24.0	0.0	4.0	4.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	56.6	35.8	6.2	1.3	7.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	246	100.0	56.6	35.8	6.2	1.3	7.5
Socio-Economic Status							
Subsidized meals	206	100.0	59.6	34.0	4.8	1.6	6.4
Full-pay meals	40	100.0	42.1	44.7	13.2	0.0	13.2

Social Studies							
All Students	246	100.0	44.2	44.2	8.8	2.7	11.5
Gender							
Male	122	100.0	46.9	43.4	8.8	0.9	9.7
Female	124	100.0	41.6	45.1	8.8	4.4	13.3
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	243	100.0	44.4	44.4	8.5	2.7	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	219	100.0	42.3	45.8	10.0	2.0	11.9
Disabled	27	100.0	60.0	32.0	0.0	8.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	246	100.0	44.2	44.2	8.8	2.7	11.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	246	100.0	44.2	44.2	8.8	2.7	11.5
Socio-Economic Status							
Subsidized meals	206	100.0	45.7	44.7	7.4	2.1	9.6
Full-pay meals	40	100.0	36.8	42.1	15.8	5.3	21.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	80	100.0	16.9	39.0	33.8	10.4	44.2
	4	83	100.0	18.3	58.5	22.0	1.2	23.2
	5	83	100.0	25.3	51.9	22.8	N/A	22.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	14.7	33.3	38.7	13.3	52.0
	4	76	100.0	26.4	50.0	23.6	0.0	23.6
	5	91	100.0	31.6	59.5	8.9	0.0	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	80	100.0	31.2	48.1	14.3	6.5	20.8
	4	83	100.0	39.0	43.9	8.5	8.5	17.1
	5	83	100.0	40.5	40.5	11.4	7.6	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	25.3	40.0	32.0	2.7	34.7
	4	76	100.0	43.1	40.3	9.7	6.9	16.7
	5	91	100.0	49.4	40.5	7.6	2.5	10.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	41.3	48.0	9.3	1.3	10.7
	4	76	100.0	54.2	34.7	8.3	2.8	11.1
	5	91	100.0	73.4	25.3	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	29.3	48.0	14.7	8.0	22.7
	4	76	100.0	36.1	52.8	11.1	0.0	11.1
	5	91	100.0	65.8	32.9	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 453)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	3.8%	3.0%
Attendance rate	96.9%	Up from 96.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 6.1%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	No change	3.9%	3.2%
Eligible for gifted and talented	6.4%	Down from 8.5%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Down from 4.5%	8.3%	8.2%
Older than usual for grade	0.2%	Down from 0.8%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	70.3%	Down from 72.7%	50.0%	52.6%
Continuing contract teachers	91.9%	Down from 93.9%	80.9%	83.3%
Highly qualified teachers	97.1%	Up from 93.5%	93.2%	93.5%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	1.1%	0.0%
Teachers returning from previous year	94.5%	Up from 94.3%	85.4%	87.0%
Teacher attendance rate	95.9%	Up from 95.0%	94.9%	95.0%
Average teacher salary	\$48,362	Up 4.9%	\$40,786	\$41,703
Prof. development days/teacher	9.4 days	Down from 10.4 days	12.9 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 18.7 to 1	17.5 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.9%	89.5%	89.8%
Dollars spent per pupil*	\$6,643	Up 2.6%	\$6,827	\$6,242
Percent of expenditures for teacher salaries*	73.4%	Down from 75.1%	64.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.J. Lewis Greenvview Elementary School made significant progress during the 2004-2005 school year.

During the year, teachers in grades K-3 began implementing best practices outlined in the Reading First Grant to ensure that all students are successful readers by third grade. Teachers attended professional development activities sponsored by the State Department of Education, and a model classroom was developed in kindergarten to demonstrate scientifically based reading research (SBRR) strategies. In addition, the school formed a partnership with Palmetto Health and the USC Department of Pediatrics to promote healthy eating habits and improve daily exercise for all students. Other highlights include three Odyssey of the Mind teams winning first and second place honor at the state competition and qualifying to compete in the World Finals Competition for the fourth consecutive year; several students placing in the district's Visual Literacy Awards competition; the School Improvement Council receiving the 2005 Dick and Tunkey School Improvement Council Award; and the school receiving the Silver Award for improvement on the Palmetto Achievement Challenge Test (PACT).

Test results indicated a need to focus additional efforts upon developing students' skills in social studies and science. Therefore, teachers continue to share effective social studies and science strategies at faculty meetings and during staff development activities. The math period was extended to allow students time to practice and apply learned skills. Additionally, we use Success Maker, a computerized program, to assist students in reading and math. The implementation of our leveled bookroom provides a wide selection of leveled texts to meet students' reading needs.

Other interventions offered in the school include after-school improvement classes in math, reading and writing; retired teachers working with identified students in grades 3-5 during the regular school day, focusing upon raising academic achievement in math and reading; CD and kindergarten students using Breakthrough to Literacy to develop the skills necessary to become competent readers; first, second and third graders receiving small-group literacy instruction; and incorporating flex grouping throughout the school to assist students experiencing difficulty with identified skills.

Challenges continuing to face our school include drastic changes in our community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. Our overall goal is to focus efforts upon better serving the school's changing community.

Delores Gilliard, Principal
Carlos Primus, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	84	61
Percent satisfied with learning environment	92.5%	90.5%	89.5%
Percent satisfied with social and physical environment	95.0%	73.2%	91.4%
Percent satisfied with school-home relations	80.0%	82.1%	82.8%

*Only students at the highest elementary school grade level at this school and their parents were included.